

Churchstanton Primary School

Behaviour Policy



Approved by the Board of Governors of Churchstanton Primary School

Chair of Governors	Mr Jon Wood
Headteacher	Mr Matt Watson
Designated Safeguarding Lead	Mrs Karina Holt
Date Approved	March 2024
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This policy is to be read in conjunction with our new Child on Child Abuse Policy (March 2024), Child protection and Safeguarding Policy (Sept 2023), Exclusions Policy (March 2023), and SEND Policy (Sept 2023)

Rationale

We aim to create an inclusive and supportive culture where children can grow, not just academically, but socially and emotionally in order to get the very best from their education and achieve their full potential. All pupils have the right to learn in a safe and respectful environment which promotes good mental health built on an ethos of high expectations of attainment and behaviour. Therefore, we have a strong and clear policy which aims to remove any factor that may hinder anyone's basic entitlement to this. We believe that good behaviour and self-regulation are fundamental in creating the right atmosphere for successful learning to take place. It is expected that staff will promote and praise positive behaviours and choices, not just in their classrooms but across the whole school. Children will be encouraged, supported and praised in a consistent manner. Staff should lead by example when talking to children, modelling and promoting politeness and respect at all times. Our expectations for good behaviour apply equally in lessons, on the playground, at lunchtimes, during extra-curricular activities, online and during out-of-school care.

Aims

At Churchstanton Primary School we aim to:

- Provide a clear and consistent approach to behaviour management supporting the children to develop and learn
- Provide activities to promote positive behaviour
- Build children's self-esteem
- Develop children's skills in taking responsibility and respecting the School environment, resources and other people's property
- Create a positive and stimulating learning environment appropriate for every child
- Provide an environment where children can safely grow and learn.

Our Golden Rules

Our objectives for behaviour are derived from the aims listed above.

Rules for the school have been decided upon by the process of sharing, discussing and negotiation. Circle-Time sessions provide the ideal opportunity to encourage the personal development of children. Therefore, as and when the need arises, Circle-Time is used in class to clarify our 'Golden Rules'.

These rules reflect the aims of the school. These rules are displayed in each classroom and around the entire school. They are discussed and reviewed each school year. They are a teaching tool, which are constantly reinforced and highlighted.

Staff expect children to follow reasonable requests and to:

- ❖ Do what they are asked to do the first time
- ❖ Be gentle
- ❖ Be kind and helpful
- ❖ Be honest
- ❖ Look after property
- ❖ Listen to others
- ❖ Respect others

Promoting good behaviour

We encourage good behaviour by:

- Non-verbal signals
- Positive comments and praise
- Giving children responsibility
- Sharing positive aspects with others
- Class Dojos/House points and House cup
- Head Teacher's Certificates
- Class Sharing Assemblies
- Acknowledging personal achievements
- Stickers
- Class buddy system
- Circle Time and RSHE curriculum
- Informing parents
- End of Year Awards
- Celebration boards
- Reading Rainbow Awards
- Turner Tuckshop
- Reading Raffle
- TT Rockstars Trophy
- Class rewards

Learning Behaviours

To encourage children to recognise the traits of a good learner and to be actively engaged in the learning process, we have developed eight Churchstanton Super Learning Heroes.

- **Captain Concentration**
- **Inspector Curiosity**

- **Mega Motivator**
- **Professor Perseverance**
- **Thinkatron**
- **Dr Collaborator**
- **Ranger Resilience**
- **Creatatron**

Dojos (House points) are used to reinforce and celebrate these learning behaviours.

House Points

Children are placed into four houses: Blackdowns, Mendips, Brendons and Quantocks. Class Dojos/House points are awarded by any member of staff and relate to our Golden Rules and learning behaviours. Dojos are counted weekly and the totals are announced in our celebration assembly.

Individual children are presented with certificates to acknowledge every 25, 50 and every following multiple of 50.

Head Teacher's Award

Each week one child from each class is nominated by their class teacher to receive the Head Teacher's Award and this will be celebrated in our weekly celebration assembly. This award will be for demonstrating outstanding learning behaviours.

Celebration Assembly

In addition to the above awards, we also share other achievements from both within and outside school such as sports, music and times table challenge awards.

Sanctions

If a child breaks any of the Golden Rules there will be a sanction. It is our belief that sanctions, consistently and firmly applied, will result in boundaries being clearly drawn and therefore good behaviour promoted. It is important to remember, at all times, to criticise and target the behaviour and not the child.

1. **Friendly warning** - A targeted, timely reminder of our Golden Rules and how to behave appropriately. In Hedgehog class visuals are used to support the expected behaviours.
2. **Firm warning** - A reminder of the Golden Rules.
3. **Concern Point** - Behaviour recorded in the Behaviour Log and sanction given; loss of free time eg break time when they will complete a reflection sheet to consider their actions and the consequences of the unwanted behaviour. Children unable to write will complete this with an adult acting as a scribe.

The reflection sheet will be stored in a class folder (Behaviour Log) in order to monitor behaviour. If a concern point is given, the class teacher will speak with the parents about the behaviour and look for ways to support the child in improving their behaviour. Behaviours are then recorded by staff on children's individual behaviour records using the Myconcerns on-line system.

If a child is asked to stay in at playtime or move from their seat to another, they will be given a clear explanation of the behaviour required to enable them to improve. The period of time will be dependent on the age of the child.

4. Referral to Head Teacher / Deputy Head

If a child continues to refuse to comply following the above sanctions then they will be referred to one of the above. Once a child is referred, the member of staff will decide an appropriate sanction from the possible list below:

- child to work in another room or with the Head Teacher
- further loss of free time
- loss of privilege
- written/verbal apology as appropriate

For certain extreme behaviours a child will by-pass all the early sanctions and go straight to the Head or Deputy Head, parents will be contacted and behaviours recorded on My Concerns.

These include:

- fighting
- persistently refusing to follow instructions
- physical abuse
- Preventing others from learning
- Swearing
- Rude gestures / actions
- Spitting
- Biting
- Aggressive outbursts that risk or harm others
- Refusal to follow instructions
- Interfering with other people's space / equipment / work
- Verbal abuse
- Calling / shouting out or interrupting
- Deliberately causing damage to equipment including IT equipment
- Throwing objects
- Climbing on or under furniture
- Running away
- Hiding from an adult
- Refusal to stay on task

- Stealing
- Sexualised behaviour including sexual harassment and/or sexual abuse
- Any kind of bullying
- Racial comments / racial abuse
- Comments and/or abuse relating to a disability
- Damaging school or others' property

Exclusion

Please see Churchstanton School Exclusion Policy

Pupils with Social, Emotional, Behavioural and Communication Difficulties

We acknowledge that there are some children who have additional needs and find it difficult to integrate into the general life of the school, including its normal rules and routines. When our usual behaviour management strategies have failed, and the unacceptable behaviour of an individual is disrupting the education and wellbeing of an individual, class or school, we will follow a plan of action to support children and adults.

1. The Headteacher is made aware of the situation.
2. The matter is discussed with staff and a meeting held with the SENCo
3. Additional measures will be discussed and may be put in place.
4. Parents are consulted.

Additional measures may include:

- Removing the child from their class for a set period of time (internal exclusion)
- Making alternative arrangements for sessions such as lunchtimes / assemblies / registration
- Involvement of external agencies and support services
- Other strategies suggested by staff or external agencies and support services
- Creation of an Individual Behaviour Care Plan.

In these circumstances, the class teacher(s) will remain responsible for organising work for the child and monitoring their progress.

The point at which the child will be re-integrated into the normal school routines will be dependent on the review process between the Headteacher, SENCo, class teacher, parents and any external agencies and support services.

Physical Restraint

For the safety of the child or those children and staff around them, it might be necessary to use physical restraint. This will be recorded in My concerns and parents informed.

Staff trained in physical restraint will always be called.

COVID 19 Addenda Sept 2022

(If we find ourselves in this situation again this procedure will apply.)

This supplement is an addition to Churchstanton Primary School's Behaviour policy. This will be shared with all parents if required in the future. This policy applies to all children regardless of additional needs or status as a key worker or vulnerable child.

Support for this addition to our policy has been taken from this Government guidance issued on May 18th 2020.

<https://www.gov.uk/government/publications/covid-19school-closures/guidance-for-schools-about-temporarily-closing#behaviour-andexclusions>

Sharing Expectations

Information regarding changes to school health and safety procedures will be shared with all children and staff if required, to make everyone clear of the new expectations. If required these expectations will be found in the school's most recent risk assessments and new Coronavirus Prevention posters for pupils and staff.

Consequences for Accidental Infringements

If a child accidentally breaks or disregards the guidelines, for example, if a child unintentionally breaks social distancing advice, puts items in their mouths (pens, jumpers etc), or is not following instructions given by adults or not following hygiene rules, the following sanctions from our usual Behaviour Policy will apply:

1. Friendly warning will be given and a reminder of the rules discussed.
2. Firm warning will be given and a reminder of the rules given again and notice that a concern point will be given if the behaviour is repeated.
3. Concern point is given. Child will complete a review sheet to reflect on the unwanted behaviour and what they can do differently. Parents/Carers will be contacted and a conversation will be held about how the child can be supported.

Deliberate Infringements

If a child wilfully puts or threatens to put the health of others at risk, for example, threatens to cough, spit, lick, to break social distance, or not follow hygiene or other instructions, then the following sanctions will apply:

1. The child will be immediately isolated with a member of staff in full PPE until parents can come to collect them. A conversation will be held with parents/carers about how the child can supported to return to school safely.
2. If unsafe behaviour continues on the return to school, the school will discuss provision for the child to continue their education at home through our Home Learning Support during the COVID-19 crisis.